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Modern Foreign Languages

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MODERN FOREIGN LANGUAGES

Emphases

The study of a foreign language is viewed as an integration of linguistic skills, cultural knowledge, and attitudes of understanding and appreciation of other people. Hence stress is laid on a coordinated approach.

By placing emphasis on pupil participation in meaningful experiences, and on functional activities and socialized procedures related to the language arts, learning is motivated and practice is made purposeful. Social situations are utilized as often as possible. Giving directions for classroom routines; dramatization of greetings, telephone conversations, restaurant scenes, shopping situations; listening to and singing appropriate songs; viewing films and slides; making tape recordings - all lead to the development of cumulative ability in the use of the foreign language as a tool for communication. Consistent use of the electronic equipment available in each school is imperative.

Objectives:

The immediate objective of foreign language teaching in the schools of the state should be the practical one of communication. From this objective a large number of concomitant values necessarily follow. The following objectives should be kept in mind for all levels of instruction in grades 8-12 and, with the exception of writing, for grade 7.

A. Linguistic

1. Listening Comprehension

Ability to understand a native speaker talking at normal speed about a subject within the student's language experience.

2. Speaking Ability

Ability to speak correctly and with good pronunciation and clear enunciation on a subject within the student's experience in the modern foreign language.

3. Reading Ability

Ability to read with direct understanding; that is, without the ritual of translation, anything within the range of what the student has learned to understand and say, and, in addition, ability to read more difficult materials with the aid of a dictionary.

4. Writing Ability

Ability to write correctly whatever he can say.

B. Social and Other

1. An appreciation of the life, customs, and culture of other peoples and civilizations and the realization that customs which are different are not necessarily inferior. The goal of this study is the development of sympathetic attitudes toward other peoples with a view of eradicating racial, religious and nationalistic prejudices.

2. A realization of the influence of foreign cultures and civilization upon our own cultural heritage.

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3. The use of the foreign language as an aid in preparation for a vocation or profession.
4. The development of mental powers, such as attention to detail, analysis and memorization.
5. Increased knowledge of English
A better understanding and more effective use of English. A better understanding of foreign words and expressions used in English and the ability to pronounce them correctly.

Language Learning: Activities and Skills

Here are presented some of the underlying principals for planning activities that will lead to mastery of the skills essential to foreign language competency. It is well to remember that the skills are not learned completely in isolation. For example; aural comprehension involves listening, understanding and, usually, responding by word or deed. The ability to understand the foreign idiom depends upon discriminating listening; the ability to respond in the foreign language depends upon the ability to pronounce and to speak. Whether these skills are treated functionally or sequentially, they are always regarded as interactive and interdependent.

Listening

In learning a foreign language the listening experience precedes understanding or speaking. If the student is to acquire a good pronunciation and to develop aural comprehension, he must have the ability to listen attentively and with discrimination.

The voice which the beginning student will hear most often is that of the teacher. Listening to the teacher pronounce words and phrases and speak or read aloud in the foreign language enables the student to concentrate on sounds, intonation and speech patterns. The teachers should increase the listening experiences of the class by the judicious use of discs and tape recordings in both the classroom and the laboratory (where available).

In planning activities related to listening the teacher will train students:

To listen attentively and with discrimination.

To develop habits of pronunciation and intonation which approximate as closely as possible those of educated native speakers of the language.

To listen in order to be able to reproduce the foreign sounds.

To read aloud with ease and clarity.

To reproduce speech patterns and construct sentences that conform to acceptable usage.

To develop aural comprehension.

Pronouncing

An acceptable pronunciation is vital if the language is to be used as a means of communication. Constant vigilance on the part of both teacher and pupil will effect this desired result. The teacher's competence in pronunciation will, of course, set the standard for the class. The student should be asked to imitate the teacher's pronunciation as closely as possible. Where electronic equipment is available, native speakers should be used as models. At all times, the teacher should speak clearly and not too fast. Simple, non-technical descriptions of each phonic element and of its proper production should be given. The foreign sound should be compared with its nearest English equivalent. Anticipating and checking errors are necessary to guard against the formation of incorrect habits. Faulty habits, once formed, are hard to uproot. Sufficient practice in pronunciation in the early stages of instruction will eliminate the necessity for corrective measures later.

Each language has its own peculiar phonetic qualities which the teacher will underscore. A recognitional knowledge of phonetic symbols is an asset to good pronunciation, but care should be exercised so as not to inhibit the student in the learning process. In general, some suggested procedures for developing a good pronunciation are:

Practicing listening.

Using disk recordings that provide space for repetition.

Reading aloud.

Reading and speaking in unison.

Reciting memorized passages.

Singing songs.

Using the tape recorder for voice reproduction.

Understanding and Speaking

As one of the basic aspects of language learning, the ability to understand spoken language has assumed a highly significant place in the communication arts. Understanding needs to be cultivated with the same close attention and practice as its counterpart, the ability to make oneself understood. In effect, the two interdependent skills, understanding and speaking, are developed concurrently and in close relationship with listening and pronouncing. In view of the increased number of hours students spend listening to the radio, TV, and sound films, training in aural comprehension deserves a more extended share of classroom instruction. A larger proportion of language activities should stress purposeful hearing, which is described above as "listening."

From the start, students should be given every opportunity to listen to the teacher speak the foreign language. The listener's aim should be to associate the object, action or idea with the spoken word, phrase or sentence; to understand the reference or meaning; and to respond orally, by action or by concurrent response and performance. Some suggested pupil activities for providing practice in understanding and speaking are:

Exchange of greetings.

Following directions given by the teacher or by a fellow student.

Repeating after the teacher, individually or in chorus.

Asking and answering questions.

Identifying and describing objects and persons.

Making person-to-person introductions.

Giving essential information; e.g., name, address, age, etc.

Presenting holiday greetings and congratulations.

Most of the time during the first six weeks of the beginning language class will be devoted to understanding and speaking activities of these types. In the 7th and 8th years of junior high school, such activities will be emphasized throughout the course.

Classroom Expressions

The teacher's constant use of the spoken word in various classroom situations, geared to the varying levels of the students' understanding, will give authentic color and tone to the atmosphere of a modern language classroom. Therefore the teacher will conduct the lesson in the foreign language as nearly as possible. When English is used, it should be at the beginning or end of the period ; English and the foreign language should not be mixed.

Suggestions for Group Leaders

As students are given an opportunity to take charge of class or group activities, they will gain confidence in using the foreign language as the medium of communication. For example; they may conduct the lesson in the foreign language:

ENGLISH

Let us look at the board.
Are there any errors?
Is this correct?
Please read the answer.
Continue, please.

FRENCH

Regardons le tableau noir.
Y a-t-il des fautes?
Est-ce correct?
Veuillez lire la réponse.
Continuez, s'il vous plaît.

Action and Visualization

An effective form of activity on a small scale is the "action series." Teachers will recognize it as a modification of the Gouin series. Currently this type of practice often is called "saying and doing", and consists of describing an act while performing it. For example:

I get up.
I go to the door.
I open the door.
I close the door.
I return to my seat.
I sit down.

Je me lève.
Je vais à la porte.
J'ouvre la porte.
Je ferme la porte.
Je retourne à ma place.
Je m'assieds.

Me levanto
Voy a la puerta.
Abro la puerta.
Cierro la puerta.
Vuelvo a mi asiento.
Me siento.

Effective oral practice may be achieved by varying the pronoun; thus, while one pupil performs the actions, another pupil says, "You get up." "You go to the door.", etc. Similarly, a third pupil may say, "He gets up.", etc. or,

if the pupil performing the actions is a girl, "She gets up," etc.

The "action series" depends upon activity to strengthen the association of new words and phrases with ideas and concepts. By substituting seeing for action, the teacher can build additional speech patterns. Such activities are based on the principle of relating communication in the foreign language to visualization of a situation or act, without the intervention of English words. The variety of things that can be "done" or acted out through an action series in the classroom is limited. But by using drawings, photographs, magazine illustrations, wall charts and other realia, the range of topics of conversation may be increased. Pictures and realia can supply background, color, variety and interest to the class that is seeking a topic of conversation.

Conversational Sequences

No oral activity is more useful than the dialogue or conversation, for through it the pupil develops fluency in the spoken language in a natural, pleasurable way. However, to give confidence to the learner and to build good speech habits, the teacher will divide the unit into two parts: memorized speech sequences and free oral expression.

First, the sentences in the dialogue are taught by the teacher who sets the standard for pronunciation as well as intonation. Pupils are then encouraged to imitate the teacher as faithfully as possible. Once the sentence sequences have been memorized so that response is automatic, pairs of pupils are selected to enact the dialogue.

Free oral expression follows when the pupil has mastered alternate words, phrases or expressions which he may use as he chooses. To engage successfully in free conversation he must be able to exercise two skills: understanding what is said to him in the foreign tongue and producing a reasonable response in the same language. For the beginner, each conversation should be dramatized so as to connect the word and the action directly. Conversational sequences may be based on the reading material in any classroom text.

Memorizing

In a foreign language classroom, much emphasis must be placed upon memory work. Memorizing is the key to attaining the speaking aim, because speaking activities require prompt recall of a memorized stock of words and phrases. Words, phrases, sentences and common expressions can be learned by heart only if they are used and repeated frequently.

Suitable devices for memorization are situational sequences, action series and substitution patterns. Memory selections may consist of poems, proverbs, brief prose selections and songs. They should be significant and have ethical value and literary appeal.

A poem or fable should be first read with expression by the teacher. It may then be written on the blackboard, or it may be mimeographed for distribution. Pupils will be asked to read the selection, line by line, and to give the meaning in English. After the meaning is made clear and all difficulties of pronunciation and meaning have been clarified, the poem is assigned for memorizing. The next day various pupils are called on to recite the poem before the class. Understanding and appreciation should, of course, always precede all memorization.

The teaching of a poem put to music, a popular song or a folk song, provides one of the most pleasant and effective exercises in memorization and recall. A song, nursery rhyme or jingle, appropriately chosen for each year level and topical unit, can be presented in the same way as a poem, and may also be sung at once. The teacher may prefer to play a record of the song, have it recorded on tape and played back, or ask a gifted pupil to lead the singing. Once the words, melody and rhythm are mastered by the class, repetition will yield a memorized version, with the many outcomes inherent in choral or group singing, increased vocabulary, better sense of rhythm and rhyme, and improved pronunciation.

Reading

A student's pleasure in learning to read a book in a foreign language by himself depends upon the effective blending of a number of factors. These include the type of book selected, the story content and the teacher's ability to make the reading worth while. The reading material should appeal to the learner's interests, abilities and maturity level. The story content should be such as to arouse a sense of human interest, as well as cultural appreciation. The teacher's power to arouse and maintain interest at all stages of the reading experience, to direct pupil activities toward comprehension and appreciation, to enrich pupil experience through happy discoveries and associations in the text - new idioms, interesting vocabulary, fascinating descriptions and challenging exercises - all are crucial factors in reading experiences for young people.

The ability to recognize and pronounce words seen in print is an aid to language mastery. As a means of encouraging students to use their textbooks profitably and to acquire habits of independent reading and research, provision for reading aloud should be made at all levels. The passages or sections read aloud should be short, complete, timely and geared to the larger purposes of the teaching unit. This fundamental training will stimulate the rapid association of sound-word concepts, and will offer practice in pronunciation and expression. As the student learns to grasp meaning from the auditory forms of familiar words and phrases, he becomes ready to increase his recognition span to include the reading of new words through an analysis of syllables, suffixes, prefixes, and stems. Drill should proceed from the sound to the word, to the phonic group or phrase, and finally to the breath group. The thrill of accomplishment comes in the form of a reasonably accurate pronunciation, a good sense of intonation, stress and liaison, and authentic expression. Repetition by individual pupils should be reinforced by group and class chorus work.

From the point of view of the depth which is brought to the reading experience, reading may be classified as intensive or extensive. The former usually includes some reading aloud; the latter is usually silent reading. Extensive reading may also be supplementary reading and may include reading in the foreign language or in English.

Intensive Reading

In planning intensive reading, the following steps may be considered:

1. The teacher tells the story in whole or in part, or reads the story, asking questions about new words and phrases to aid comprehension.
2. New words and phrases are listed on the board and the meanings explained.

3. Several pupils read aloud.
4. The teacher asks questions in English and/or the foreign language.
5. Succeeding paragraphs may be read silently.
6. Certain passages may require translation into English for complete understanding and appreciation.
7. The teacher or a selected student puts questions and/or completion exercises on the board, the answers to which will form a summary of the reading selection.

Extensive Reading

Whether done in school or at home, extensive reading usually is silent reading. Some suggestions for the teacher are:

1. Explain difficult passages and new words in advance.
2. Prepare questions and key words to guide the pupil.
3. Have students give a summary, oral or written, at the completion of the reading.
4. Use various comprehension tests.
5. Although unusual constructions should be pointed out, avoid grammatical dissection.

Supplementary Reading

Reading outside of class, when properly planned, will enrich the student's knowledge of the people of a country and will stimulate his desire to read in the foreign language. Supplementary reading offers many opportunities for correlation with other curricular areas.

The following steps have been found effective:

1. Make supplementary reading an integral part of the term's work.
2. Require each student to read at least one book.
3. Give extra credit for additional reading.
4. Keep a record of the pupil's reading.
5. Check reading comprehension by such devices as:
 - a. Oral reports, or class discussion
 - b. Written essay or outline
 - c. Replies to questions requiring specific answers

Supplementary reading may be done in English or in the foreign language. In the beginning, reading should be entirely in the vernacular. Fiction, travel, science, biography, sports, history and other areas offer suitable material.

Writing

For the many students who are visual-minded and who acquire their knowledge of words and phrases through seeing them written or in print, training in writing the foreign language is indispensable. Writing experience may be cultivated in a number of ways. One is encouraging students to keep notebooks. For example:

1. Students copy into their notebooks new words and idioms as they are presented in reading assignments or in grammar exercises. Writing helps to fix the student's attention on the correct spelling, meaning and pronunciation of the words.

2. Students write the more difficult words read or dictated to them for the first time.
3. Students concentrate their learning by writing one grammar topic at a time, such as verb or noun endings, adjectives in agreement with nouns, or a phonic drill illustrating a principle of pronunciation.

Dictation

Taking dictation is another form of written exercise. Its chief value is that it reveals the degree of the student's comprehension and the extent of his mastery of language structure. Dictation affords opportunity for training and practice in:

Auditory acuity
Aural comprehension
Correct spelling
Grammatical accuracy as shown by inflectional endings

When planning a schedule of dictations, the teacher should keep the following in mind:

1. Dictation should be given at regular and frequent intervals in every grade as an aid to retention.
2. The passage selected should be closely related to the particular grammatical point, idiom or pronunciation topic being taught or reviewed.
3. The time element should be carefully controlled so that dictation is part of a larger language unit and is accompanied by other outcomes and values.
4. Dictation is an instructional procedure which may be used as an effective device for diagnosis and review, as well as for presenting new material and re-teaching.
5. The same dictation may be given later for re-teaching and testing for further drill in aural comprehension.
6. A record of the student's personal progress in dictation should be kept. All dictations form a vital part of class notes.
7. Gifted students of "native" speakers should be trained to give dictation and conduct correction work.
8. Where the language laboratory or electronic equipment is available, dictation should frequently be a part of the class work. Students need to become accustomed to hearing different voices in the new language.

A suggested procedure for giving dictations is:

1. The teacher introduces the passage with a brief motivating comment.
2. Alert and attentive listening without interruption should be practiced, during each of the three readings.
3. For the first reading, the teacher reads the entire passage while the pupils listen.
4. For the second reading, the teacher reads the passage slowly, speaking words in breath groups as the pupils write.
5. When the second reading has been completed, the teacher reads the passage again at normal speed. The pupils check their work for errors and omissions.
6. A dependable pupil may be assigned to write the passage on the blackboard.

7. At the end of the dictation, pupils may exchange papers.
8. The exercise on the board should be corrected first and should serve as a model for the corrections to be made on the pupil's papers.
9. Common errors should be discussed and basic principles restated.
The correction work should be coordinated and summarized.

Composition

Composition is the original, independent and free manipulation of language. It requires imagination, resourcefulness and skill. The ability to express or "compose" one's thoughts in any language is always a difficult task which requires a knowledge of words, idioms and correct usage, as well as a background of ideas.

A student may begin writing a "free composition" in the first term of language study following a model sequence given in the textbook or constructed by the teacher as an "experience chart." Thus, a model chart or textual summary may be given in the foreign language, such as:

Paul is a French boy.
He lives in Paris
He is fifteen years old.
He goes to a technical school.
He studies English and science.
He likes sports and movies.

Mary is a Mexican girl.
She lives in Monterey.
She is sixteen years old.
She goes to school.
She studies history and Spanish.
She likes to sing and dance.

The outline for a "guided" composition along these lines may be based on one of the following types:

A model chart or pattern description for the student to copy and alter to fit his personal situation.

A list of phrases and idiomatic expressions arranged in sequence or in a series.

A set of questions for the student to answer in the foreign language, using the vocabulary and idioms supplied in the question as a base. The answers, written in paragraph form, may constitute a composition.

A short passage in the book, describing what a person does or did on a certain occasion. For more advanced classes an outline may be provided. A reference list of transitional and concluding words and of set phrases should be offered as a means of giving variety and logic to the style.

As a pupil increases his stock of words and idioms, he should be instructed to develop his own sentences, always staying within the framework of his actual language concepts.

Testing

Testing should be used as an instrument of instruction as well as of diagnosis and of attainment. A test should challenge the pupil to his full capacity in every phase of language activity. Sufficient time should be given to explanation of errors when tests are returned. Failure to do so may result in loss of opportunity to do much valuable teaching.

It is important to test the four language skills. This may be done by the following and similar procedures:

1. Suitable anecdotes read by teacher to test comprehension.
2. Completion exercises.
3. Dictation of appropriate material.
4. Questions and answers based on oral and written selections.
5. Substitution of English forms by corresponding foreign language forms (especially good for verbs).
6. Replacement of nouns and phrases by pronouns.
7. Rewriting of paragraphs, making changes in tense, or person, or number, etc.
8. Multiple choice.
9. Matching words and phrases to show same relationship, such as, la tête et le chapeau - - - la main et.

Cultural Backgrounds

The study of cultural materials for each language should follow a general plan which begins with the immediate environment of the pupil and the relationship of the foreign country to the United States. For students who are learning Spanish, the initial emphasis is placed upon the countries of Latin America.

The sequence of topics need not be followed. Topics should be taken up as they become pertinent through current affairs: the observance of holidays and anniversaries, allusions in textbooks, the daily press and magazines, films, radio and television programs. After the first year the topics should be reviewed amplified and enriched, both in content and development, according to the needs of the class, the individual interests of the students, and the experience of the teacher.

At all times the teacher will plan to correlate and integrate the cultural phase of language teaching with related activities in social studies, English, music, art, science and other areas of the curriculum.

Outline of General Plan

1. Why we are interested in _____ (Name of country)
 - a. Relation to the United States
 - (1) Foreign place names, districts in the city, areas in the United States.
 - (2) Names in American history.
 - (3) Influences reflected in our language, food, dress, furniture, architecture, music, the arts.
 - b. Personal interests
 - (1) Vocational
 - (2) Avocational
2. We take a trip to _____ (Name of country)
 - a. Preparations

(1) Steamships; air service
(2) Passport; visas
(3) Currency

b. First Impressions on Arrival

(1) Landscapes, streets, buildings, stores, farmlands
(2) People
(3) Architecture
(4) Means of transportation

3. We visit a home in _____ (Name of country)

a. The family
b. Types of dwelling
(1) Rooms
(2) Furnishings
c. Occupations
d. Schools
e. Meals
f. Amusements and sports
g. Life in the city; in the country

4. We need to know --

In developing the foregoing topics, the teacher will plan to incorporate the relevant geographical aspects, historical background, and social and economic factors such as:

a. Physical features of the country
(1) Geographical location
(2) Topography - rivers, mountains, lakes
(3) Climate

b. Historical background
(1) Important events and dates
(2) Holidays
(3) Outstanding personalities
(4) Form of government

c. Social and Economic factors

- (1) Cities
- (2) Industry and commerce
- (3) Resources
- (4) Institutions
 - a. Capitals, important cities and seaports
 - b. Medieval centers

d. Arts and sciences

- (1) Music
- (2) Arts
- (3) Literature
- (4) Science

The study of cultural materials in each language unit will be a plan which begins with the familiar environment of one's own neighborhood or the foreign country to the United States. Considering the Spanish, the Latin American is placed upon the teacher to explain.

The sequence of topics need not be followed. Topics should be as they become pertinent through current affairs, the mass media and universities, situations in the home, newspaper columns, radio and television programs. After the interest in the topic has been amplified and enriched, both in content and depth, the teacher may, at the end of the class, let individual interests of the students determine the teacher.

At all times the teacher will correlate and relate all the activities of language teaching with related activities in social studies, English, music, art, science and other areas of the curriculum.

Outline of General Plan

or naq illi' redeset ent qolot yinchesot ent gutpokewo ni
mased faktoxid aliges a losidqeqg dinsvaf ent edeqpokewo
:as nasa eroyent oimokos bus latoco has ,huwng
relation to the United States

- (1) Foreign place names, districts in the city, areas in the United States
- (2) Home estate, residence, property - yiqemocot (2)
- (3) Influences reflected in our language such as: steps, furniture, architecture, music, the arts

b. Personal interests

- (1) Vocational
- (2) Recreational

c. Preparations

FRENCH AND SPANISH IN THE SEVENTH AND EIGHTH GRADES

I. Content

A. Seventh grade

1. Basic phrases of conversation as covered in the manual,
Conversational French and Spanish
2. Vocabulary of about 300-500 words
3. Introduction to geography and culture
4. Some simple reading
5. Gender of nouns by correct use of definite and indefinite articles
and agreement of adjectives by sound
6. Present tense and imperatives of a few basic verbs learned in
sentences only, not by conjugation

B. Eighth grade

1. Additional idioms and vocabulary to a total of about 700 to 1000
words including those of the seventh grade.
2. Basic facts of grammar
 - (a) Plural of nouns and adjectives
 - (b) Agreement of adjectives
 - (c) Present tense of the three regular conjugations in the
affirmative, negative, and interrogative forms.
 - (d) Present tense of a few of the most important irregular
verbs, e.g. to be, to have, to go, to make, to read, to
say, to write, to take
3. Continued cultural enrichment

II. Methods

A. Seventh grade

1. Chiefly aural-oral; see manual for details
2. Gradual introduction during second semester of reading material
already familiar through aural-oral work
3. Frequent use of records, tapes, and slides

B. Eighth grade

1. Continued oral practice in conversational phrases
2. Oral reading and questions for a portion of each class period
3. Simple written exercises based on oral materials
4. Continued use of records, tapes, films and filmstrips

III. Suggested materials for seventh and eighth grades

French

Bond, Sept-d'un-Coup, Book I of Heath's Graded French Readers, 1961.
D. C. Heath & Co.

An old folk-tale suitable for reading in the eighth grade. The
vocabulary is limited to 370 words.

Bradford, Un Peu de Français, 1960. Longmans, Green & Co.

Words and brief dialogues are introduced by pictures, followed by
reading lessons with exercises. Suitable for seventh grade.

Harris and Monod-Cassidy, Petites Conversations, 1956. University of Wisconsin Press. Student's edition and teacher's edition. Recording of dialog available.

Although intended for fifth and sixth grades the book may also be used in the seventh grade. The teacher's edition contains a guide which describes the method and provides a variety of oral exercises, drills, games, etc., and should be used with the student's book. Because of the helps in the guide, this book is recommended for use by teachers who have had little practice or training in the aural-oral method of presentation.

Patterson, Mes Premières Leçons de Français, 1960. D. C. Heath & Co.

The book contains vocabulary taught by pictures, short reading lessons with questions for conversation based directly on the reading. Suitable for seventh grade.

Spink and Millis, Colette et ses frères, 1954. Ginn & Co.

The book is a very simple reader for early use in the study of French at the junior high school level. The vocabulary is practical and follows what one would naturally teach in the very beginning using the aural-oral approach. The reading is mainly in dialogue form which lends itself well to dramatization.

Spink and Millis, French Storybook Grammar, 1956. Ginn & Co.

Suitable especially for the eighth grade, this book is intended for the young student who is not ready for French grammar as it is usually taught. The present tense of regular, reflexive, and the common irregular verbs, and a few elementary principles of grammar are included. This book will appeal to the teacher who is attempting to proceed from the traditional methods of teaching French to the aural-oral method, but who has had limited experience in the latter.

Wellek and Bass, Rire et apprendre, 1940. Frederick Ungar Pub. Co.

This book is intended for younger children but may well be used in the seventh grade. Utilizing the direct method, vocabulary is presented through illustrations, followed by brief reading selections.

Fourré, Premier Dictionnaire en Images, 1957. Didier

A reference book for the junior high school language classroom or library. The 1300 basic words of French presented through pictures.

Babcock et al, Children of the Americas, 1958. Harr Wagner Pub. Co. Books 4, 5 and 6. Paco en el Perú, Miguel en México, Carlos en el Caribe. Recordings and teacher's guide available.

The last three books of the series are suitable for seventh and eighth grades. They may be used separately or as a series. Each book contains simple dialogues in Spanish with questions for conversation and suggested activities. The thought content treats of the daily life, customs, legends and history of the Spanish-speaking countries and is closely correlated with the content material of social studies texts and English readers.

Ginsburg and Nassi, Speaking Spanish, 1957. Allyn and Bacon.

This book is intended for pre-high school study of Spanish. Each of the twenty-six lessons contains simple dialogues on subjects close to the

daily experiences of young students, with a variety of exercises and suggested activities to aid in the mastery of simple sentence patterns.

Redfield, El gusto es mio, 1958. D. C. Heath and Co.

This book is an excellent reader for early work in the junior high school, following some weeks of purely aural-oral presentation.

Leal, Cuentecitos. Book I of Bond and Costillo, Graded Spanish Readers, alternate series. 1961. D. C. Heath and Co.

Five stories from the Mexican novelist Riva Palocio, retold and simplified within a vocabulary of 300 words. Suitable for eighth grade.

Conversational French and Spanish, 1961. State Department of Public Instruction, Raleigh.

This is a teacher's manual of simple vocabulary in dialogue form with suggestions for presentation. Some simple games and songs are included. The manual is designed for the teacher's use in the first aural-oral presentation of basic vocabulary and sentence patterns at either the elementary school or early junior high school level.

FRENCH I

I. Aural-oral

A. Pronunciation

Because a good pronunciation is the first essential in understanding and speaking a language, great stress must be placed on this from the beginning. Since much less time can be devoted to the repetition of phrases and sentences in the core courses than in the conversation classes of the seventh and eighth grades, learning pronunciation by imitation is not sufficient. It is necessary to teach the students the sounds of vowels, consonants, and combinations of vowels and to drill on these extensively from the beginning. To understand the principles of sounds and spelling a student needs to have a basic recognition of syllables. (For example: symphonie and symétrique). A recognition of phonetic symbols will help the student pronounce new words. These symbols should be taught gradually through the vocabularies as they occur. No elaborate study of phonetics should be presented to students in an elementary course. Attention to correct intonation should be observed from the beginning through imitation of the teacher and by the use of records and tapes. The teacher should call attention to the differences between French and English so the student will be alert in listening and imitating. A great deal of choral work should be used to give the maximum practice in pronunciation.

B. Understanding and Speaking

French should be the language of the classroom as much as is practical and possible. Time can often be saved by explaining difficult points in English. Dictation should be a frequent and regular part of classroom activity. See pages 3-6 (understanding and speaking) and page 8 (dictation) for suggested class activities. An attempt should be made to incorporate effectively into the first-year program some audio-visual materials. Pattern drills and listening practices should be used in the classroom with tape-recorder or in the laboratory in handling the material of the individual lesson.

II. Vocabulary and Idioms

These will be determined by the text used. Stress should always be laid on learning words as used in context. One should aim for a mastery of idiomatic expressions used in sentences. If a student has mastered the vocabulary and idioms of one beginning text, he should not have much difficulty in adjusting to a second-year book of another series, as all texts use about the same basic vocabulary.

III. Grammar

Follow the textbook, teaching grammar in context. In first year French one should strive toward mastery of all the types of pronouns including subject and object pronouns, possessive, demonstrative, relative, interrogative, and disjunctive.

The following verb tenses should be emphasized and drilled enough for absolute mastery of form and use:

Present, imperative, passé composé, future, imperfect

One should strive for mastery of the above tenses for the three regular conjugations, reflexive verbs, and the common irregular verbs. Orthographic-changing verbs should be explained in terms of the principles of pronunciation involved.

The following tenses should be introduced with enough illustration and student practice so they are thoroughly understood. Mastery of these for achievement tests is not necessary in the first year.

Conditional, passé simple, and pluperfect

(Note: Pages 9-12 of Successful Devices in Teaching French contain good suggestions for verb drills.)

IV. Reading

A good reading program can be used to strengthen all other phases of the work. As early as possible graded readers may be used to supplement the work of the regular textbook. All reading in the first year should be intensive except for voluntary reading by superior students. See attached list of supplementary readers for suggestions.

V. Writing

In the first year, writing should be limited mainly to the exercises in the text, or to similar ones given by the teacher. Emphasis should be placed on writing complete sentences. Very little free composition is possible at this early stage except under the very careful guidance of the teacher. Simple conversational sequences like those done orally may be written for practice in accuracy and correct spelling.

VI. Cultural Material

See page 10-11 for suggestions.

This is an important part of the work in any year of foreign language study.

VII. Accelerated classes or superior students in regular classes.

Because these students can learn the basic requirements of the course more rapidly than others, there should be time to enrich the course in each of the following:

A. Aural-oral

1. More original dialogues and descriptions
2. Higher standards of understanding and speaking
3. Greater use of available audio-visual material

B. Reading

Voluntary reading from a variety of carefully chosen simple texts

C. Cultural material

Various types of projects may be assigned as time permits. Students should be encouraged to follow their own interests in studying the geography, history, people and customs of France.

FRENCH II

I. Aural-oral

The work of the first year should be continued and expanded. One needs to put constant stress on correct pronunciation and intonation through listening and speaking practice. Time should be allowed each day for some reading aloud either individually or in chorus. The teacher should strive to give students the opportunity to assume the initiative frequently in such activities as question and answer sessions in French.

II. Vocabulary and Idioms

One should strive for mastery of the vocabulary and idioms of the second-year text used. In addition, common words and expressions encountered in supplementary intensive reading should be emphasized and practiced.

III. Grammar

As in the first year, follow the textbook, teaching grammar in context. One should strive for complete mastery of form and use of all indicative mood tenses, simple and compound (including future anterior and conditional anterior) and the present and perfect subjunctive. When the imperfect or pluperfect subjunctive are encountered in reading they may be taught for recognition only.

IV. Reading

As the student becomes more advanced there should be increasing emphasis on reading. By the fourth semester all students should be expected to do some supplementary reading, carefully selected by the teacher to fit the reading ability of the individual student. Every second-year class should be able to do a minimum of 100 pages of intensive reading in books of elementary level, in addition to the reading in the basic textbook. During the fourth semester all students should be able to do a minimum of about 150 pages of supplementary reading. Superior students should do considerably more. See attached list of supplementary readers.

V. Writing

The basic textbook will include a considerable amount of sentence writing. In addition, some free composition may be done under the careful guidance of the teacher. At this early stage students need models and a considerable amount of guidance in free composition to avoid forming bad habits of trying to express in French what they would normally write in English.

VI. Cultural Material

See page 10-11 for suggestions

VII. Accelerated classes or superior students in regular classes

The course should be enriched in each of the following:

A. Aural-oral

1. Higher standards of understanding and speaking.
2. Frequent use of dramatization and dialogues based on class reading material.
3. Greater use of audio-visual material

B. Reading

1. Completion of about 250 pages of intensive reading (That is, 150 pages above the minimum for other classes).
2. Supplementary reading of about 300 pages (150 pages above the minimum for other classes).

C. Writing

1. More free composition
2. Practice in writing brief reading reports during the fourth semester.

FRENCH III and IV

I. Aural-oral

Model conversations and pattern drills need to be practiced in the third and fourth years for acquiring fluency of speaking and ease of understanding. The laboratory or tape-recorder should be used for pattern drills and listening practice of more advanced materials, though less often than in elementary French.

There should be frequent opportunities for students to give oral compositions on topics of current interest. French newspapers and magazines can be very useful in this area.

II. Vocabulary

A student should aim to increase his vocabulary by constant, careful attention to new words and idioms encountered in reading, as well as by practice in the use of vocabulary found in the grammar review text. The teacher will need to point out important idiomatic expressions encountered in reading and give practice in the oral and written use of them.

III. Grammar

A large part of the work of the first semester in the third year should be devoted to a thorough review of grammar with both oral and written composition. One should strive for mastery especially of all verb tenses and their correct use. Greater accuracy can be expected in the third year.

IV. Reading

Students should do a great deal of both intensive and extensive reading of gradually increasing difficulty. The aim should be to prepare students to read literature in its original, unsimplified form at the end of four years in high school.

Supplementary reading should average at least 50 to 100 pages per six weeks during the third and fourth years. Books should be selected by the teacher

to suit the individual student. Students' reading ability may vary considerably at the beginning of the third year, depending on the amount of reading done in the preceding years. It is better to give the slow readers elementary books that can be read with some degree of ease and pleasure than to permit discouragement with too difficult books. By the second semester of the third year all students should be reading books on the intermediate level.

V. Writing

Students should be able to do much more free composition but they will still need a considerable amount of guidance by the teacher. Using the literary text as a model, students should practice writing descriptions, narrations, and summaries in their own words.

VI. Cultural Material

Emphasis in these years should be on literature, - study of literary backgrounds, authors, and representative types of people and customs encountered in reading.

SPANISH I

I. Aural-oral

A. Pronunciation

Because a good pronunciation is the first essential in understanding and speaking a language, great stress must be placed on this from the beginning. Since much less time can be devoted to the repetition of phrases and sentences in the core courses than in the conversation classes of the seventh and eighth grades, learning pronunciation by imitation is not sufficient. It is necessary to teach the students the sounds of vowels, consonants, and combinations of vowels and to drill on these extensively from the beginning. In Spanish special emphasis should be placed on correct sounds of vowels, the consonants that differ from English, the silent h and the silent u in the que, qui combinations. To understand the principles of sounds and spelling a student needs to have a basic recognition of syllables. Attention to correct intonation should be observed from the beginning through imitation of the teacher and by the use of records and tapes. The teacher should call attention to the differences between Spanish and English so the student will be alert to listening and imitating. A great deal of choral work should be used to give the maximum practice in pronunciation.

B. Understanding and Speaking

Spanish should be the language of the classroom as much as is practical and possible. Time can often be saved by explaining difficult points in English. Dictation should be a frequent and regular part of classroom activity. See pages 3-5 (understanding and speaking) and page 8 (dictation) for suggested class activities. An attempt should be made to incorporate effectively into the first-year program some audio-visual materials. Pattern drills and listening practices should be used in the classroom with tape-recorder or in the laboratory in handling the material of the individual lesson.

II. Vocabulary and Idioms

These will be determined by the text used. Stress should always be laid on learning words as used in context. One should aim for a mastery of idiomatic expressions used in sentences. If a student has mastered the vocabulary and idioms of one beginning text, he should not have much difficulty in adjusting to a second-year book of another series, as all texts use about the same basic vocabulary.

III. Grammar

Follow the textbook, teaching grammar in context. The following verb tenses should be emphasized and drilled enough for absolute mastery of form and use:

Present, imperfect, preterite, future, present perfect, formal imperative

One should strive for mastery of the above tenses for the three regular conjugations, reflexive verbs, radical-changing verbs, and the common irregular verbs. Orthographic-changing verbs should be explained in terms of the principles of pronunciation involved.

The following tenses should be introduced with enough illustration and student practice so they are thoroughly understood:

Conditional and pluperfect

IV. Reading

A good reading program can be used to strengthen all other phases of the work. As early as possible graded readers may be used to supplement the work of the regular textbook. All reading in the first year should be intensive except for voluntary reading by superior students.

V. Writing

In the first year, writing should be limited mainly to the exercises in the text, or to similar ones given by the teacher. Emphasis should be placed on writing complete sentences. Very little free composition is possible at this early stage except under the very careful guidance of the teacher. Simple conversational sequences like those done orally may be written for practice in accuracy and correct spelling.

VI. Cultural material

See pages 10-11 for suggestions.

This is an important part of the work in any year of foreign language study.

VII. Accelerated classes or superior students in regular classes

Because these classes can learn the basic requirements of the course more rapidly than others, there should be time to enrich the course in each of the following:

A. Aural-oral

1. More original dialogues and descriptions
2. Higher standards of understanding and speaking
3. Greater use of available audio-visual material

B. Reading

Voluntary reading from a variety of carefully chosen simple texts

C. Cultural material

Various types of projects may be assigned as time permits. Students should be encouraged to follow their own interests in studying the geography, history, people and customs of the Spanish-speaking countries. Particular emphasis should be placed on learning to understand the people of Latin America. The influence of Spanish culture in the United States should also be included in the first-year work.

SPANISH II

I. Aural-oral

The work of the first year should be continued and expanded. One needs to put constant stress on correct pronunciation and intonation through listening and speaking practice in both the classroom and the laboratory. Time should be allowed each day for some reading aloud either individually or in chorus. The teacher should strive to give students the opportunity to assume the initiative in such activities as question and answer sessions in Spanish.

II. Vocabulary and Idioms

One should strive for mastery of the vocabulary and idioms of the second-year text used. In addition, common words and expressions encountered in supplementary intensive reading should be emphasized and practiced.

III. Grammar

As in the first year, follow the textbook, teaching grammar in context. One should strive for complete mastery of form and use of all indicative mood tenses, simple and compound, and the present, imperfect, present perfect, and pluperfect subjunctive, of the three regular conjugations, radical-changing and orthographic-changing verbs, and common irregular verbs.

IV. Reading

As the student becomes more advanced there should be increasing emphasis on reading. By the fourth semester all students should be expected to do some supplementary reading, carefully selected by the teacher to fit the reading ability of the individual student. Every second-year class should

be able to do a minimum of 100 pages of intensive reading in books of elementary level, in addition to the reading in the basic textbook. During the fourth semester all students should be able to do a minimum of about 150 pages of supplementary reading. Superior students should do considerably more. See attached list of supplementary readers.

V. Writing

The basic textbook will include a considerable amount of sentence writing. In addition, some free composition may be done under the careful guidance of the teacher. At this early stage students need models and a considerable amount of guidance in free composition to avoid forming bad habits of trying to express in Spanish what they would normally write in English.

VI. Cultural Material

See pages 10-11 for suggestions

VII. Accelerated classes or superior students in regular classes

The course should be enriched in each of the following:

A. Aural-oral

1. Higher standards of understanding and speaking
2. Frequent use of dramatization and dialogues based on class reading material
3. Greater use of audio-visual material

B. Reading

1. Completion of about 250 pages of intensive reading, (that is, 150 pages above the minimum for other classes).
2. Supplementary reading of about 300 pages (150 pages above the minimum for other classes).

C. Writing

1. More free composition
2. Practice in writing brief reading reports in Spanish during the fourth semester.

Spanish III and IV

I. Aural-oral

Model conversations and pattern drills need to be practiced in the third and fourth years for acquiring fluency of speaking and ease of understanding. The laboratory or tape-recorder should be used for pattern drills and listening practice of more advanced materials, though less often than in elementary Spanish.

There should be frequent opportunities for students to give oral compositions on topics of current interest. Spanish newspapers and magazines can be very

to aid in further development in English 401 to maintain a sense of skill and usefulness in this area.

II. Vocabulary

A student should aim to increase his vocabulary by constant, careful attention to new words and idioms encountered in reading, as well as by practice in the use of vocabulary found in the grammar review text. The teacher will need to point out important idiomatic expressions encountered in reading and give practice in the oral and written use of them.

III. Grammar

A large part of the work of the first semester in the third year should be devoted to a thorough review of grammar with both oral and written composition. One should strive for mastery especially of all verb tenses and their correct use. Greater accuracy can be expected in the third year.

IV. Reading

Students should do a great deal of both intensive and extensive reading of gradually increasing difficulty. The aim should be to prepare students to read literature in its original, unsimplified form at the end of four years in high school.

Supplementary reading should average at least 50 to 100 pages per six weeks during the third year. Books should be selected by the teacher from those available in the library to suit the individual student. Students' reading ability may vary considerably at the beginning of the third year, depending on the amount of reading done in the preceding years. It is better to give the slow readers elementary books that can be read with some degree of ease and pleasure than to permit discouragement with too difficult books. By the second semester all students should be reading books on the intermediate level.

V. Writing

Students should be able to do much more free composition but they will still need a considerable amount of guidance by the teacher. Using the literary text as a model, students should practice writing descriptions, narrations, and summaries in their own words.

VI. Cultural Material

Emphasis in this year may be on literature, - the study of literary backgrounds, authors, and representative types of people and customs encountered in reading.

Suggested Supplementary Readers

SPANISH

First Year Readers

Babcock and Rodriguez. Marmol's Amalia. Book I of a series of graded readers. Houghton Mifflin Co., 1949. \$.95.

Castillo, Sparkman, et al. Graded Spanish Readers, Elementary Series. D. C. Heath & Co., 1961 edition. Book II, Sigamos Leyendo. Book III, La buenaventura y otros cuentos. Book I (De todo un poco) is too simple to be of interest to the high school student. Book III may be used in either the first or second year. Each book, \$.85. Books I-V in one volume, \$3.00.

Castillo, Sparkman, et al. Graded Spanish Readers, Elementary Alternate. D. C. Heath & Co., 1961 edition. Book I, Cuentecitos. Book II, Periquillo. Book III, Cuentos del Alto Peru. Book III may be used for superior students in first year or for second year. Each book, \$.85. Books I-V in one volume, \$3.00.

Curcio. Cultural Graded Readers. Spanish Series: Elementary. American Book Co. Book 1: Ponce de León. 1961. Book 2: De Soto. 1961. Book 3: Coronado, in preparation. Book 4: Junípero Serra, in preparation.

Forrester and Loly. Vamos a México. D. C. Heath & Co., 1961.

Grismer and Arroyo. Buenos amigos, buenos vecinos. American Book Co., 1943.

Leavitt and Stoudemire. ¡Vamos a leer! Holt, Rinehart and Winston, 1944. \$3.20. Reader for second and third semesters.

Rodriguez. Cuentos alegres para principiantes. Holt, Rinehart and Winston, 1958. \$2.80.

Second Year Readers

Babcock. Contigo pan y cebolla. Book III. Houghton Mifflin Co., 1953. \$.95.

Babcock and Rodriguez. Cuentos de ambos mundos. Book II of a series of graded Spanish readers. Houghton Mifflin Co., 1950. \$.95.

Cabot, Fanning and Gaudia. Cuentos corrientes. Odyssey Press, 1951. \$2.00.

Cano and Cameron. Cinco novelitas y un cuento. D. C. Heath & Co., 1941. \$3.40.

Cano and Saenz. Easy Spanish Plays. D. C. Heath & Co., 1938. \$2.75.

Castillo, Sparkman, et al. Graded Spanish Readers, Elementary Series. D. C. Heath & Co., 1961 edition. Book IV. Aventuros de Gil Blas. Book V. Cervantes's La Gitanilla. Each book, \$.85. Books I-V in one volume, \$3.00.

Castillo and Sparkman. La Nela, an adoption of Marijana. D. C. Heath & Co., 1932. \$2.65.

Crow and Crow. Panorama de las Americas. Holt, Rinehart and Winston, 1956. \$3.90.

Eoff and Ramirez-Araujo. Zalacain el aventurero. Book IV. Houghton Mifflin Co., 1954. \$.95.

Ford and Cano. A New Spanish Reader. Holt, Rinehart and Winston, 1934. \$2.80.

Grismer and Molinas. Conquistadores y defensores. D. C. Heath & Co., no d. \$2.40.

Hills and Cano. Cuentos y leyendas. D. C. Heath & Co., 1922. \$2.60.

Huebener. Así es Puerto Rico. Holt, Rinehart and Winston, 1960. \$2.40.

Huebener. Grandes latinoamericanos. Holt, Rinehart and Winston, 1943. \$2.80.

Jiménez. Platero y yo. D. C. Heath & Co., ed. by Walsh., 1922. \$2.00.

Moore and Watson. Retratos latinoamericanos. Odyssey Press, 1945. \$1.60.

Pittaro. Nuevos cuentos contados. D. C. Heath & Co., 1942. \$2.95.

Pittaro and Green. Cuentos contados. D. C. Heath & Co., 19 . \$2.80.

Swain. Rumbo a México. D. C. Heath & Co., 1942. \$3.00.

Turk. Así se aprende el español. D. C. Heath & Co. \$3.00. no d.

Villa Fernandez. Por esas Españas. Holt, Rinehart and Winston, 1945.

Watson and Moore. Los joyas robadas. Odyssey Press, 1950. \$1.80.

THIRD AND FOURTH YEAR READERS

Alarcon. El sombrero de tres picos, ed. by Hespelt. D. C. Heath & Co., 1958. \$2.75.

Batchelor. Cuentos de aca y de allá. Houghton Mifflin, 1953. \$2.75.

Castillo, Sparkman, et al. Graded Spanish Readers. Intermediate Series, Books VI-X. Intermediate Alternate, Books VI-X. D. C. Heath & Co., 1961. Available separately, \$.95 each. Books VI-X in one volume, \$3.40.

Castro. Iberoamérica, third edition. Holt, Rinehart and Winston, 1954. \$4.75.

Crow. Cuentos hispanicos. Holt, Rinehart and Winston, 1939. \$3.40.

Garcia-Prada and Wilson. Tres Cuentos. Houghton Mifflin Co., 1959. \$1.95.

Leavitt and Stoudemire. Tesoro de lecturas. Holt, Rinehart and Winston, 1956. \$3.90.

Stoudemire, Cuentos de Espana y de America. Holt, Rinehart and Winston, 1942. \$2.60.

Torres-Rioseco. El frijolito salton. D. C. Heath & Co., 1953. \$2.20.

Turk and Brady. Cuentos y Comedias de America. Houghton Mifflin Co., 1950. \$2.75.

Ugarte. Espana y su civilizacion. Odyssey Press, n. d. \$3.00.

FRENCH

First Year Readers

Bond et al. Graded French Readers, Elementary Series. D. C. Heath & Co., 1961 edition. Book I, Sept-d'un-Coup, a folk tale, and Book II, Aucassin and Nicolette, a twelfth-century romance, are suitable for first-year work. Book III, Les Chandeliers de l'Eveque, episode from Hugo's Les Miserables, may be used for superior students. Each book, \$.85.

Bond et al. Graded French Readers, Elementary Alternate. D. C. Heath & Co., 1961 edition. Book I, Dantes, episode from Dumas' Comte de Monte-Cristo, is suitable for first year. Book III, Cosette et Marius, episode from Hugo's Les Miserables, may be used for superior students. Book I, \$.85. Book III, \$.90. Books I-V in one volume, \$2.80.

Ceppi. L'Aventure de Ted Bopp. D. C. Heath & Co., n. d., \$1.10.

Ceppi. Le Casque Invisible. D. C. Heath & Co., n. d., \$1.10.

Ceppi. Les Emplois de Pierre Quiroule. D. C. Heath & Co., n. d., \$1.35.

Croteau and Selvi. Premieres lectures culturelles. American Book Co., 1960. \$2.40.

Hills and Dondo. Contes Dramatiques, Revised. D. C. Heath & Co. n. d., \$2.80.

Hills and Dondo. La France, son histoire, sa civilisation, cours élémentaire, Revised. D. C. Heath & Co., 1949. \$2.80.

Keating. Carnet de Voyage. Appleton-Century-Crofts, 1959. \$2.25.

Keating and Moraud. Cultural Graded Readers. French Series: Elementary. American Book Co. Book 1: Audubon. 1958. Book 2: La Fayette. 1958. Book 3: Lafitte. 1958. Book 4: Les du Pont: 1959. Alternate French Series: Elementary. Book 1: Molière. 1961.

Second Year Readers

Belle and Haas. Promenades en France. Holt, Rinehart and Winston, 1957. Tapes of readings and questionnaires are available on loan-for-duplication or for sale. \$3.90.

Bond et al. Graded French Readers, Elementary Series. D. C. Heath & Co. Book III, Les Chandeliens de l'Eveque. Book IV, Les Pauvres Gens (4 short stories). Book V, L'Attaque du Moulin (Zola). Each book \$.85. Books I-V in one volume, 1961 edition, \$2.80.

Bond et al. Graded French Readers, Elementary Alternate. D. C. Heath & Co. Book III, Cosette et Marius. Book IV, La Tulipe Noire (Dumas). Book V, L'Homme qui dormit cent ans (Bernay). Each book \$.90. Books I-V, in one volume, 1961 edition, \$3.00.

Bond et al. Graded French Readers, Intermediate Series. Book VI, L'Evasion du Duc de Beaufort (Dumas). Book VII, L'Anglais tel qu'on le parle (a play by Tristan Bernard). Book VIII, Contes (short stories) may be used for superior students. Each book \$.95.

Bond et al. Graded French Readers, Intermediate Alternate. Book VI, Contes Parisiens (short stories) Maupassant. Book VII, Le Narcotique and Le Monde renversé (plays). Each book, \$.95. Books VI-X in one volume, 1961 edition, \$3.40.

Ceppi. Twelve French Plays for Schools. D. C. Heath & Co., 1936. \$1.75.

Claretie. Pierrille. Ed. by Cochran and Eddy. D. C. Heath & Co., 1929. \$2.85.

Croteau and Selvi. Lectures littéraires graduées. American Book Co., 1952. \$2.40.

Daudet. La Belle-Nivernaise. Ed. by Wisewell. D. C. Heath & Co., 1938. \$1.35.

Daudet. Le Petit Chose, new simplified edition by Mitchell. D. C. Heath & Co., 1933. \$3.20.

Daudet. Quatre contes choisis. Ed. by Roberts. D. C. Heath & Co., 1936. \$1.95.

Dumas. Le Trois Mousquetaires. Ed. by Struble and Eddy. D. C. Heath & Co., 1932. \$3.60.

Ford and Hicks. A New French Reader. Holt, Rinehart and Winston, 1934. Nineteenth century stories. \$2.80.

Guinnard. Bonjour Paris. Odyssey Press, 1960. Good for second or third year. \$2.50.

Harris and Lévéque. Basic French Reader. Holt, Rinehart and Winston, Inc., 1956. \$3.20.

Humbert. Contes Varies. Odyssey Press, 1953. \$2.00

Jassogne and Severance. En Vacances. 1960 revised edition. Holt, Rinehart and Winston Co. Tapes available on loan-for-duplication or for sale. 1960. \$2.12.

Langellier and Langellier. Dupuis et Cie. Holt, Rinehart and Winston, 1954. \$2.90.

Langellier and Langellier. En Passant. Holt, Rinehart and Winston, 1957. \$2.60.

Maupassant. Six contes choisis. Ed. by Barton. D. C. Heath & Co., 1936. Paper, \$.95. Limpcloth, \$1.35.

Méras and Celieres. Contes populaires. Houghton Mifflin, 1938. \$2.20.

Third and Fourth Readers

Begué and Frank. Au pays du soleil. Holt, Rinehart and Winston, 1958. Tapes of text questionnaires, and comprehension tests are available on loan-for-duplication or for sale. \$3.50.

Bond et al. Graded French Readers, Intermediate Series. D. C. Heath, 1961. Book VIII, Contes. Book IX, La Grammaire (a play by Labiche). Book X, La Ronde de la Vie (a cultural anthology). Books VIII and IX, \$.95 each. Book X, \$1.50. Books VI-X, in one volume, 1961 edition, \$3.40.

Bond et al. Graded French Readers, Intermediate Alternate. D. C. Heath, 1961. Book VIII, Les Farceurs (humorous short stories by contemporary writers). Book IX, Hier (an anthology of selections from French history). Book X, Floraison (an anthology of French literature of the nineteenth century). Book VIII, \$.95. Book IX and X, \$1.35. Books VI-X in one volume, 1961 edition, \$3.40.

Bottke and Joyaux. Aspects de la France. Charles Scribner's Sons, 1960.

Denoeu. Contes et récits. Holt, Rinehart and Winston, 1947. \$3.50.

Denoeu. L'Heritage français. Holt, Rinehart and Winston, 1953. \$4.60.

Denoeu. Parmi les meilleurs contes. Holt, Rinehart and Winston, 1958. \$3.80.

La Brete. Aimer quand même, roman policier. D. C. Heath & Co., 1930. \$2.50.

Pagnol. Topaze. Ed. by Bovée. D. C. Heath & Co., 1936. \$2.40.

Simenon. Le Client le plus obstiné du monde. Ed. by McIntosh. D. C. Heath & Co., 1956. \$1.10.

HELPFUL BOOKS FOR THE TEACHER

Huebener, Theodore. Audio-Visual Techniques in Teaching Foreign Languages. New York University Press, 1960. \$3.25.

A very practical book containing suggestions for the use of simple visual materials as well as the audio devices and the language laboratory. The appendix gives lists of recommended films, filmstrips, and recordings.

Huebener, Theodore. How to Teach Foreign Languages Effectively. New York University Press, 1959. \$3.00.

The book provides practical aids for the teacher of modern foreign

languages. Various methods of instruction are described with numerous illustrations, examples, model lessons, suggested procedures, games and devices.

Kirk, Charles F. Successful Devices in Teaching Spanish. J. Weston Walch, Box 1075, Portland, Maine. n. d. \$2.50.

Descriptions from several teachers of techniques used.

Sister Georgiana. Successful Devices in Teaching French. J. Weston Walch, Box 1075, Portland, Maine. 1957. \$2.50. n.d.

Devices, techniques, and supplementary class material.

Stack, Edward M. The Language Laboratory and Modern Foreign Language Teaching. Oxford University Press, N. Y., 1960. \$3.95.

A very practical book on teaching techniques in the laboratory or with a tape recorder. It contains explanations and illustrations of how to make good pattern drills.

Wagner, Rudolph F. Lingua Games. J. Weston Walch. Box 1075, Portland, Maine. 37 pages. 1958. \$1.00.

SOME SUGGESTED BOOKS FOR FRENCH AND SPANISH CLUBS

Canciones Pupilares and Canciones Pupilares de España y de México. Thrift Press, 1935. \$.35.

Denenholtz and Sammartino. Accent on France. D. C. Heath & Co., 1940. \$2.80.

A reader in English on French civilization and an activities manual. Valuable for French Clubs.

Jameson and Heacox. Chants de France. D. C. Heath & Co., 1922. \$3.00.

Luce. Vamos a cantar, Songs of Spain and the Americas. D. C. Heath & Co., 1935. \$1.35.

Ramboz. Spanish Program Materials. Banks Upshaw & Co., 1954.

Roach. Spanish Club Manual. Banks Upshaw & Co., 1948.

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